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Division of Resource Development

and

Public Affairs

for

F I S C A L   Y E A R   1965 - 66

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Federal Extension Service

United States Department of Agriculture



## CONTENTS

	Page
Organization and Staff	1
Project VII Relationships	4
Needs and Opportunities	4
Competencies and Commitments	5
Major Objectives and Areas of Emphasis	6
Division Administration	6
Resource Development and Adjustment	8
Human Resource Development	9
Public Affairs	9
Resource Conservation	10
Outdoor Recreation	11
Rural Civil Defense	12
Rural Church Liaison	12
Plans of Work	13
Resource Development and Adjustment	13
Human Resource Development	19
Public Affairs	27
Resource Conservation	33
Outdoor Recreation	36
Rural Sociology	42
Rural Civil Defense	55
Rural Church Liaison	61





## ORGANIZATION AND STAFF OF

### DIVISION OF RESOURCE DEVELOPMENT AND PUBLIC AFFAIRS

The Division of Resource Development and Public Affairs was established on October 30, 1962. It brought together various interrelated activities from other divisions and the Administrator's Office in order to provide more positive and better coordinated leadership to the total resource development and public affairs activities of the Federal and State Extension Services.

The organization chart for the Federal Extension Service sets forth the role of the Division as follows:

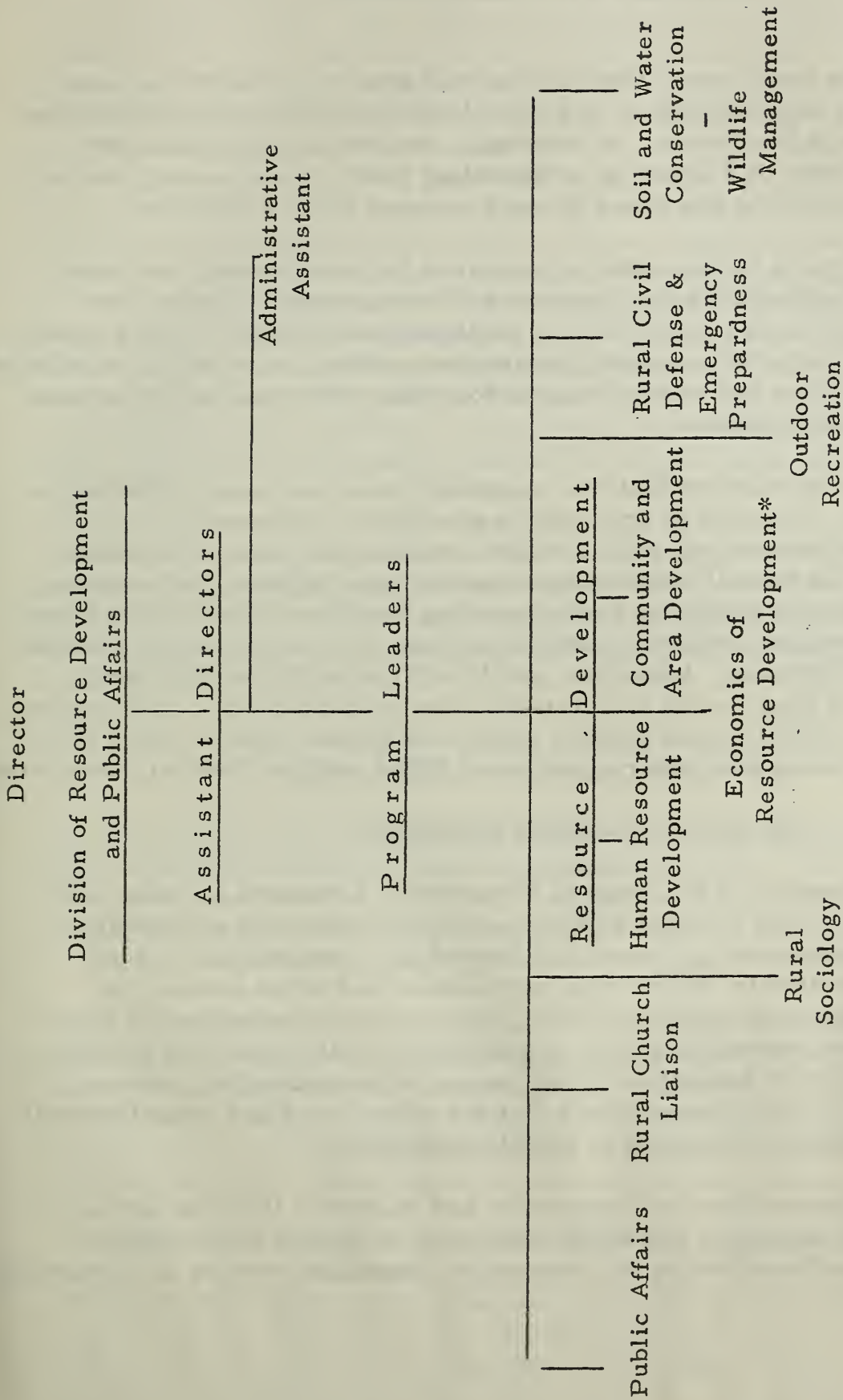
1. Program Leadership - Studies national and regional trends and situations relating to resource development and public affairs to determine current and long-range needs for educational programs; appraises national, regional, and State educational programs and exercises leadership in effecting changes in current programs, or formulating new programs.
2. Policy and Program Formulation - Formulates current and long-range policies for educational programs in resource development and public affairs; coordinates division policies and program recommendations with recommendations from other organizational units of the Service, the Department, and cooperating private and State agencies.
3. Program Operations - Provides consultative and direct assistance to State extension services in the appraisal and conduct of resource development and public affairs education programs; assists State extension services in analyzing current resource development and public affairs problems and devising or utilizing new or improved methods and techniques for increasing the effectiveness of educational programs; develops educational work in support of USDA programs.
4. Employee Development - Provides leadership and direct assistance in the training of appropriate Federal, State and county staff members in (1) the most effective presentation of scientific and technical information on resource development and public affairs education and (2) in the most effective methods of organizing, planning and conducting programs.

5. Liaison - Develops and maintains effective working relationships with Federal and State agencies, private organizations, and other parties concerned with resource development and public affairs education; obtains and coordinates the assistance of such groups in support of educational programs; cooperates with research agencies in appraising resource development and public affairs research needs.

The Division of Resource Development and Public Affairs is supervised by the Assistant Administrator for Programs. As of June 1965, the staff consists of the following:

Division Director - E. C. Weitzell  
Division Secretary - Emily Wood  
Administrative Assistant - Adelaide Monihan  
Rural Areas Development Leader and  
Assistant Division Director - Earl F. Pettyjohn  
Secretary - Agnes Kauffman  
Human Resource Development Leader and  
Assistant Division Director - Bryan Phifer  
Secretary - Sandra Berkheimer  
Rural Sociologist - E. J. Niederfrank  
Secretary - Sarah Powell  
Public Affairs Specialist - Doyle Spurlock  
Secretary - Sharon Sherlock  
Soil and Water Conservationist - Edward J. Williamson  
Secretary - Beulah Dushman  
Recreation Specialist - Karl Munson  
Secretary - Joanne Travaglione  
Resource Development Economist - (Vacancy)  
Secretary - (Vacancy)  
Resource Development Specialist - Irwin R. Jahns  
Secretary - Elizabeth Williams  
Resource Development Specialist - John W. Knox  
Secretary - Gail Coldwell  
Rural Civil Defense Program Leader - Phillip Aylesworth  
Secretary - (Vacancy)  
Assistant Leader for Rural Civil Defense - C. Herman Welch  
Secretary - Odessa Mitchell





\*Vacancy in Economics of Resource Development

## PROJECT VII RELATIONSHIPS

In general, the functions of the Division of Resource Development and Public Affairs consist of those set forth in Project VII of the cooperative agreements with the States. Accordingly, the annual work plans and reports submitted to FES by the cooperating State extension services as Project VII represent the areas of work covered by this Division.

Current exceptions to this pattern consist of the work in soil and water conservation and wildlife development and management. These are generally included in Project III, as originally established. Other activities, such as Civil Defense and Outdoor Recreation are sometimes included in State work plans and annual reports for other projects, but are a part of RDPA responsibilities.

It is important to observe that the responsibilities and role of RDPA are not exclusive. The task of providing leadership to the several areas of resource development and public affairs involves the work of all other divisions of FES and all other subject-matter specialists. For example, Rural Areas Development as a programming technique may involve many specialists from any subject-matter area relating to economic and human resource development. Likewise, public affairs might involve any subject-matter area having an interest to the general public. This means that the role of RDPA must involve close cooperation with all other FES Divisions and numerous other agencies of USDA and the Federal government.

## NEEDS AND OPPORTUNITIES

The need for expanding the work of Cooperative Extension is more and more evident as new Federal programs are provided by the Congress. Generally, these needs are over and beyond the conventional role of extension education in commercial agriculture and home economics. Emphasis is being placed on national goals for the development of rural areas, the development of human resources, the elimination of poverty, and the provision of assistance to all people in understanding various public issues. It is in these areas that the educational and organizational role of Cooperative Extension is rapidly expanding.

The ECOP Subcommittee on Community and Resource Development is in the process of expanding the ECOP statement of March 1965 entitled, "Expanding the Contribution of Cooperative Extension Service in Developing Rural Areas."



The review of State plans of work as a basis for the allocation of Smith-Lever funds for fiscal year 1966 has emphasized the national objectives established by the Congress and the Federal government. The planning of Extension's role in the Appalachian program emphasizes the need for overall resource development leadership. Additions to the Smith-Lever budget for fiscal year 1966 include funds earmarked for the expansion of resource development work generally throughout the country. It is within this framework that the role of Cooperative Extension in comprehensive resource development work is taking shape. The Department of Agriculture is committed to put the facilities of its field offices at the disposal of all Federal agencies to assist them in making their programs effective in rural areas. As the educational arm of the Department, Cooperative Extension, in turn, needs to step up its efforts to provide the educational and organizational leadership to the various Federal programs in order to accomplish this objective. It is for this primary purpose that the additional funds were requested by the President for cooperative Federal-State extension work.

These needs and opportunities for service are in addition to the ongoing resource development educational work being carried out. In many cases, the new needs are complementary adjuncts to the ongoing work. In numerous instances, however, additional resources and entirely new lines of effort will be necessary.

## COMPETENCIES AND COMMITMENTS

The job of RDPA is to provide the leadership that is needed in fulfilling these expanding educational and organizational needs. In many respects, new competencies will be added and learned by State specialists. It will be our task to provide encouragement and suggestions to State specialists and administrators in preparing for these expanded activities.

Cooperative Extension is in the process of making new commitments, of adopting new program emphases, finding more effective methods and techniques of working with low-income people, and being willing to adjust as we seek adjustment in our social and economic life. We need to remain flexible and be willing to undertake new and supporting roles as changes in the demands for educational services rapidly take place.

Our competencies must include the ability to be completely objective with respect to public issues and programs. Our success in serving all interest groups and all regions of the nation necessitates that we be strictly factual at all times and avoid personal commitments and values. We must be guided by the principle that education is the making of facts and the tools of analysis available to people and the provision of assistance in using both in arriving at rational judgments concerning alternative solutions to problems and the choice of development opportunities.

## MAJOR OBJECTIVES AND AREAS OF EMPHASIS

The overall objective of RDPA will be to provide leadership and encouragement to the understanding and implementation of the expanding role of Cooperative Extension. This role involves the projection of extension services to new clientele in many instances, and the employment of subject matter which has not been familiar to many Extension workers. The task of total resource development and public affairs projects Cooperative Extension into the area of service to all rural people.

This is not to say that a tight boundary should be drawn between rural and urban areas. In fact, we would not propose that a line be drawn but that the resources available to Cooperative Extension be utilized to serve those people in the non-metropolitan areas -- that our emphasis be placed on service to the non-metropolitan areas. Service to urban or metropolitan areas will be implemented to the extent that demands exist and that resources are available for this purpose.

In fashioning the activities of RDPA within this framework, emphasis will be placed on the provision of educational and organizational support to those activities which are designed to contribute to the achievement of national goals, to the successful administration of both human and economic resource development programs, and to the understanding of controversial issues to the maximum practicable extent.

The Division's efforts will be directed to the cooperation with the total Cooperative Extension Service organization and to the coordination and cooperation with other agencies and activities wherever possible in order to achieve national goals.

### I. Division Administration

- A. Resources will continue to be sought for further strengthening the RDPA staff. The immediate need is for the employment of a competent resource development economist and the provision of leadership to the Public Works and Economic Development program.
- B. Cooperate fully in program reviews involving civil rights compliance.
- C. Further strengthen Project VII in the following respects:
  - 1. Encourage States to prepare plans of work and annual reports to include in Project VII those activities which are the responsibility of RDPA. This is essential in order that these plans may be reviewed by the appropriate subject-matter specialists as the basis for the allocation of Smith-Lever funds.



2. Seek the establishment of Project VII in those States that have not adopted it as a part of their work program and seek revision in others where necessary to bring them in line with accepted Project VII organization and content.
  3. Work with the ECOP Project VII Subcommittee in its several efforts to delineate the boundaries of this project and to gain acceptance of the expanded role of Cooperative Extension in the fields of total resource development and public affairs.
  4. Encourage State Directors of Cooperative Extension to employ such competencies as may be necessary to support the expanding role of Cooperative Extension.
- D. Initiate counsel with State Directors and Program Leaders regarding the need for staff development and training in Project VII activities and encourage through appropriate contracts undergraduate and graduate courses in academic curriculums dealing with the subject matter of Project VII and seek the expansion of research in these areas.
- E. Promote greater cooperation among the divisions within FES and interdisciplinary cooperation in State Extension Services and universities in behalf of total resource development. Provide leadership to the following interdivisional FES task forces:
1. Outlook Conference
  2. Natural Beauty
  3. Economic Opportunity
  4. Rural Civil Defense
- F. Increase effectiveness in implementing the division's responsibilities in serving the Department of Agriculture and other interagency and interdepartmental activities, and establish effective working relationships with the Rural Community Development Service.
- G. Provide effective representation of FES on Departmental and inter-agency committees and task forces, including Land and Water Policy Committee, USDA Poverty Research and Education Committee, Public Works and Economic Development Policy Committee, and others.
- H. Develop entire RDPA staff as an effective and efficient unit of FES through regular staff meetings and special training seminars.



II. Strengthen and Expand the Total Resource Development Function of Cooperative Extension

- A. Encourage and help States to involve low-income people and minority groups in community action programs under the Economic Opportunity Act, Manpower Development and Training Act, and other RAD-related activities, through OEO Rural Task Force and Extension channels.
- B. Assist in developing and participate in National Resource Development School at Michigan State University, July 12-30, 1965.
- C. Provide leadership in series of USDA regional conferences for coordination of major resource programs during year.
- D. Strengthen organization and leadership for resource development, with emphasis on State and area RAD committees, socio-economic analysis, and social action. Emphasize guidance in the economic analyses of resource development proposals that are designed to increase income and employment.
- E. Give greater emphasis to overall community organization and action as a basic process for improving community living conditions and dealing with rural affairs pertinent to the tremendous and rapid socio-economic changes of the times; revise and reissue guidelines for use of State and local Extension leaders.
- F. Provide leadership to Extension phases of Appalachian program, the Northern Great Lakes Resource Development Committee, and other regional activities.
- G. Assist in evaluating RAD committees and Extension's resource development work through other types of local groups and organizations.
- H. Increase the coverage and effectiveness of the quarterly RAD Progress Report.
- I. Organize and develop program of educational and organizational assistance to new Public Works and Economic Development program (successor to ARA).
- K. Provide leadership and supervision to pilot projects in resource development, including northern Minnesota and others.
- L. Contribute to National Grange Community Progress Program and National Awards Contest.

III. Emphasize Community Services and Training Programs for Advancing Human Resource Development and Manpower Adjustment by:

- A. Helping States to analyze human resource development needs, to identify opportunities, and to develop programs for improving education, occupational training, employment opportunities, health, sanitation, recreation, community institutions and facilities contributing to human welfare.
- B. Helping States to adapt to their needs the educational materials on "Developing Human Resources for Economic Growth," and assisting them in planning effective educational programs for reaching youth and adults with the vital information on occupational education and training needs for job mobility and economic growth. Special emphasis will be placed on working with the 4-H Division in adapting the information and developing educational programs suited to the needs of rural youth.
- C. Helping States to develop Community Action Programs, demonstrations training, and research projects under the Economic Opportunity Act.
- D. Providing leadership to the pilot States participating in the inter-departmental Concerted Services project for developing occupational education and training opportunities for rural youth and adults.
- E. Working with the Home Economics Division and the Laubach Literacy Fund in extending literacy training to illiterate adults through homemakers' clubs. Special emphasis will be placed on developing training programs for volunteer leaders from homemakers' clubs and in developing literacy councils in rural areas.
- F. Providing information about population trends, employment changes, and adjustments to new community living conditions pertinent to population mobility and occupational adjustments.

IV. Strengthen and Expand Public Affairs Programs by:

- A. Creating a better understanding of the role of public affairs as it relates to:
  - 1. Human resource development, population trends, and community changes.
  - 2. Agricultural production policies and control programs.
  - 3. Land and water policies and regulations, including planning and zoning.



- B. Helping States to recognize the new and emerging rural-urban relationships; and to initiate and/or expand programs for dealing with the problems of expanding suburbanization as they affect farm and nonfarm people.
- C. Assisting States in developing educational programs designed to build an environment of knowledge and attitude toward public policy issues which will permit optimum progress and growth.
- D. Working with the National Agricultural Policy Conference, the Annual Farm Policy Review Conference, Regional Extension Public Affairs Committees, and other appropriate groups to encourage and assist in the widest possible expansion of public affairs education.
- E. Providing leadership to planning and conducting the National Outlook Conference in cooperation with the Economic Research Service.

V. Develop a More Workable Understanding of Soil, Water and Wildlife Conservation Programs by:

- A. Assisting the States in developing a greater public awareness of the need for management and conservation of soil and water resources.
- B. Assisting States in developing widespread use of soil surveys in both urban and rural land use development to prevent excess losses from unwise development.
- C. Increasing participation of Extension, RAD and other resource development interests in the planning and implementing of USDA Resource Conservation and Development projects, Cropland Conversion Programs, Small Watershed Development, and other conservation programs.
- D. Assisting States in dealing with the motivational, organizational, and other social aspects of conservation development.
- E. Assist State Extension Wildlife specialists through distribution of pertinent educational materials, program planning and by providing liaison with the newly established Division of Wildlife Services, Bureau of Sport Fisheries and Wildlife, USDI.

VI. Assist States in Identifying and Meeting the Educational Needs Relative to Private and Public Outdoor Recreation Development by:

- A. Helping State specialists to analyze:

1. Demands for recreation.
  2. Economic potential for local recreation development.
  3. Available public assistance for outdoor recreation development.
  4. Work of the new Bureau of Outdoor Recreation and other agencies in relationship to Extension's educational programs.
- B. Help States develop programs for assisting landowners to analyze situations, establish and operate recreation enterprises.
- C. Provide educational assistance with respect to:
1. Community recreation development.
  2. Human aspects of recreation resource development.
  3. Land and Water Conservation Act and program.
- D. Provide leadership in organizing regional and State workshops to provide staff and leader training in the above and other recreational development subjects.
- E. Provide leadership to Cooperative Extension's participation in Natural Beautification programs.

## VII. Strengthen Rural Civil Defense Educational Programs

- A. Provide leadership and program guidance in carrying out rural civil defense educational program in cooperation with State services.
- B. Obtain acceptance of a comprehensive approach to emergency preparedness activities, including rural civil defense and other natural and man-made disasters.
- C. Stress a comprehensive approach to rural civil defense and to total emergency preparedness through regular extension program activities.

VIII. Strengthen Educational Program Relationships with Church Organizations

- A. To increase understanding and achieve wider use of Department programs through leadership of church organizations.
- B. Assist in identifying and creating opportunities for church organizations to serve community interests in total resource development.
- C. Assist State extension services in carrying out continuing education programs for town and country pastors.
- D. Provide leadership in planning and conduct of resource development workshops for rural pastors and church administrators.



## PLANS OF WORK

### I. RESOURCE DEVELOPMENT AND ADJUSTMENT

The following are the major problems on which we expect to work during the year and the specific work to be done:

- A. State, Area and County Extension leaders and local RAD leadership need fundamental guidance in developing methodology for evaluating alternative resource development opportunities for selecting priority projects.
  1. Objective: To guide county and area RAD committees and other local community organizations in selecting and implementing the most productive and successful resource development projects, and to aid farmers and other landowners in making adjustments and conversions in land use that will be to their greatest advantage.
  2. Specific Work Planned:
    - a. Prepare manual on the economics of resource development for guidance of State and local Extension leaders.
    - b. Prepare resume of the factors influencing the successful development of rural industries.
    - c. Counsel with State leaders in planning Extension programs to assist local resource development activities, as requested and in appropriate workshops and training conferences.
- B. Liaison Assistance and guidance is needed by State Extension staffs in providing organizational and educational assistance to ARA - PWEDA program and to other Community Action Programs under OEO, Labor and HEW.
  1. Objective: To carry out delegated and other responsibilities for providing organizational and educational assistance to the local administration of the Public Works and Economic Development Act, the Economic Opportunity Act, and other programs.
  2. Specific Work Planned:
    - a. Prepare appropriate guidelines and distribute agency guidelines and educational literature.
    - b. Provide interpretation of administrative policies to State resource development leaders through close liaison with action agencies.
    - c. Hold series of regional conferences for training Extension leaders on PWEDA.
    - d. Provide liaison between PWEDA and State RAD committees in clearance of projects for grants and loans.

- e. To provide leadership in planning and implementing of educational and organizational support to Federal agency programs.
- f. Provide counsel and guidance to State Extension Services in the furnishing of technical assistance to the Northern Great Lakes Resource Development Committee, the Appalachian program and other regional programs organized under Title V of the Public Works and Economic Development Act.
- g. Assist State Extension Services in planning and implementing pilot or demonstration projects financed by FES and other agencies.

3. Evaluation:

- a. Make quarterly reports on progress in RAD and other community action programs.
- b. Assist in making appropriate evaluations of RAD committees and other community action organizations.

C. There is a continuing need for FES and other USDA agency representatives to better understand the role and function of the Federal and State Cooperative Extension Service in resource development activities.

- 1. Objective: For all FES personnel and at least representatives from agencies in USDA to have knowledge of the organizational and educational responsibilities of FES and State Cooperative Extension Services in resource development activities and the opportunity for FES and USDA agencies to further contribute to the resource development activities that are being undertaken nationally and within States.

2. Specific Work Planned:

- a. Provide an opportunity, at least quarterly, for representatives of all Divisions in FES to have an opportunity to review the concept, philosophy and activities being undertaken in the various States relating to resource development.
- b. Provide an opportunity, at least each six months, for representatives of the various agencies of the USDA to review the resource development activities being undertaken in the various States as reported in the RAD report and from other sources.
- c. In selected States evaluate the educational and organizational methods and techniques used by State Extension Services in projecting resource development activities.
- d. Continue individual conferences with FES personnel in specific areas of work.



- e. Continue to provide FES and other USDA agencies with copies of quarterly progress reports on RAD, and special reports.

3. Evaluation:

- a. By individual conferences.
- b. By discussions at quarterly meetings.

D. There is a lack of understanding and agreement as to how representatives from other Departments of Government can most effectively participate in resource development activities that are initiated through the Extension organizational and educational leadership.

- 1. Objective: For personnel of other Departments of Government to understand the role and function of Extension personnel in their work with local groups at the State, area, county and community level in resource development activities.

2. Specific Work Planned:

- a. Meet with representatives of other agencies in the Inter-departmental Task Force and develop a report on the economic basis for the development of rural areas.
- b. Continue working with Interdepartmental Committee on Rural Development.
- c. Participate in the Rural Task Force on the Economic Opportunity Act.

3. Evaluation:

- a. Individual contacts, conferences and discussions with representatives from other Departments of Government.
- b. Review of special programs developed in cooperation with other Departments of Government.

E. Many State Cooperative Extension Services' educational programs and many of the resource development organizations are not now adequately involving low-income and minority groups.

- 1. Objective: For FES and State Cooperative Extension Services to develop more effective ways to involve low-income individuals and minority groups in the educational programs and organizations for initiating and carrying out resource development activities.

2. Specific Work Planned:

- a. Work with other FES personnel and other Agencies in the USDA in developing more effective guidelines for suggestions to the States on how to effectively involve low-income and minority groups in resource development work.
- b. Work with selected States in developing workshops and pilot projects in learning how to more effectively involve low-income and minority groups in resource development activities.
- c. Work with all States in providing information that will be useful to them in developing in-service training for staffs as to how to more effectively involve low-income minority groups in resource development activities.
- d. Continue to work with States in organizational and educational work relating to resource development through organized committee at the State, area and county level.
- e. Continue to work with the Office of Economic Opportunity in developing special types of information on demonstrations that may be useful to the States for implementing programs specially planned to involve low-income and minority groups.
- f. Serve as one of the two FES representatives on an Inter-departmental Liaison Task Force to work with the Rural Task Force in OEO to implement OEO programs in rural areas.

3. Evaluation:

- a. Individual conferences with resource leaders and others in States.
- b. Requests by States for assistance.
- c. Conferences with other FES personnel and other agencies on work being initiated in the various States.

F. There is not adequate research essential to develop effective educational programs relating to the development of low-income rural areas.

1. Objective: For land-grant institutions and other agencies and organizations to initiate research studies and pilot demonstration programs relating to human resource development in rural areas on subject agreed upon by an Interagency Committee within the USDA.

2. Specific Work Planned:

- a. To continue work with pilot project started in Northern Minnesota.



- b. To initiate new research in areas agreed upon by the Interagency Committee.
- c. Initiate pilot demonstrations on subject agreed upon by the Interagency Committee or by FES and States.

3. Evaluation:

- a. Reports from pilot programs in the States.
- b. The number of States that initiate research programs.
- c. The number of States that initiate pilot demonstration programs.

G. In many States there are not adequate training opportunities for Extension and other USDA personnel to learn or review the basic principles of economic and social development in a county, area, State or region.

- 1. Objective: For training opportunities to be provided for workshops or short courses whereby Extension and other USDA agency personnel in certain States will have opportunities for learning more about basic principles in economic and social development.

2. Specific Work Planned:

- a. Work with certain States in developing regional workshops involving three-to-five States with similar problems.
- b. Continue work with land-grant insititutions to get additional short courses established for in-service training of Extension personnel and for undergraduates relating to resource development.
- c. Participate in National Resource Development Workshop and work with members of other Divisions in evaluating the workshop, as to whether or not it should be continued nationally or on a regional basis.

3. Evaluation:

- a. Number of States that develop additional short courses.
- b. Number of workshops that are initiated.
- c. Individual conferences with State resource development leaders.



H. To be effective in Resource Development Leadership - FES and State Co-operative Extension Services need to keep well informed on new Federal Legislation particularly adapted to rural areas.

1. Objective: For FES and State Cooperative Extension Services to be well informed on new Federal legislation and its application to resource development.

2. Specific Work Planned:

a. Provide information and leadership to FES and State Cooperative Extension Services personnel on:

-- Appalachia Regional Program

-- Public Works and Economic Development Act of 1965

-- Other Federal Acts particularly adaptable to rural areas

3. Evaluation:

a. By individual conferences with Resource Development Specialists.

b. Discussions with other FES and USDA agency personnel.

I. Publications Planned:

1. Organization and Functions of State Resource Development Committees - leaflet.

2. Resource Development - Its Process and Functions In Extension Work - manual.

3. Factors Affecting Industrial Development In Rural Areas - pamphlet.

4. Economics of Resource Development and Feasibility Analyses - guide.

education and training needs for job mobility and economic growth. Special emphasis will be placed on working with the 4-H Division in adapting the information and developing educational programs suited to the needs of rural youth.

1. Problem: The jobless rate among the nation's youth is mounting and dangerous. In 1963, 17 percent of all 16 to 19 year olds seeking work were jobless -- a rate more than three times the average for the entire civilian labor force. And unemployment and underemployment in pockets of urban and rural poverty are two to three times as high as for the nation as a whole.

Thus, Extension workers face a crucial challenge -- especially in rural areas -- of helping youth and adults prepare themselves for gainful employment. The irony of today's unemployment and underemployment is that while millions are jobless, there are millions of job openings in the skilled and technical fields not requiring a college education. The problem is to prepare people through education, training and retraining for these jobs.

In the fall of 1963, FES and the Farm Foundation, Extension workers in several States, and economists from other organizations produced a series of six excellent leaflets on "Developing Human Resources for Economic Growth." The leaflets are designed to be used in study-discussion groups and other educational programs aimed at helping rural people to understand the present and future occupational needs of our economy, and the education and training needed by people to fill these jobs.

These materials have been used very successfully in State-wide study discussion groups with both adults and youth in Michigan. Nebraska and North Carolina plan a similar educational program this year. A great opportunity now exists for helping other States to see the value of this information in developing similar educational programs on occupational education and training needs. This is especially true for programs aimed at helping rural youth to understand the training and education they need to compete in today's and tomorrow's job market. Moreover, these educational materials lend themselves very well to further exploration of the Federal-State resources for developing education and training.

## 2. Teaching Objectives:

- a. To acquaint State Extension Services with the opportunities for developing study-discussion groups and other programs on occupational education and training needs utilizing the materials on "Developing Human Resources for Economic Growth."
- b. To work with 4-H Division and selected States in the development of a pilot career exploration program on occupational education and training needs.



- c. To work with pilot States in adapting the materials on "Developing Human Resources for Economic Growth" to the special needs of youth, and to develop effective teaching methods for involving youth in serious study of the job market and training needs.
- d. To further acquaint Extension workers with the many Federal-State resources for development of occupational education and training programs, to help identify opportunities for developing such programs, and to provide the necessary liaison with other federal agencies.

3. Methods of Work:

- a. Through division newsletter, field trips, other personal contacts, and meetings of Project VII workers, discuss ways in which States can develop educational programs for acquainting rural people with occupational education and training needs. Also, report to the States the successes of other States and the uses being made of the educational materials on "Developing Human Resources for Economic Growth."
- b. Work with Dr. Niederfrank, Mr. Spurlock, and Mr. Pettyjohn in encouraging rural socialologists, public affairs specialists, and RAD leaders to incorporate information on occupational education and training in their programs. Through State RAD and Public Affairs leaders, encourage RAD committees and other rural groups to study the needs and resources for education and training programs.
- c. Phifer and Spurlock confer with representatives of Farm Foundation, National Agricultural Policy Institute, and selected Extension workers to develop methods of stimulating more States to develop and carry out educational programs based upon the occupational education materials already prepared.
- d. Collaborate with Doyle Spurlock in writing a publication on Federal-State occupational education and training programs for use by Extension workers in acquainting RAD committees, other resource development groups, women and youth organizations, and the general public about these programs.
- e. Work with Lloyd Rutledge and representatives of the North Carolina 4-H and Resource Development staffs in developing a pilot career exploration project on occupational education and training needs. North Carolina already has expressed an interest in this project, and the Kellogg Foundation has expressed an interest in providing financial support for development and testing of the needed educational materials.
- f. Work with other FES divisions and with representatives of the Labor Department and HEW in identifying needs and opportunities for manpower development surveys under the Smaller Communities

Program and for MDTA and other types of education and training, in cooperation with State Extension Services. In cooperation with the AST&M Division and the Labor Department, special effort will be made to assist cotton producing States develop MDTA training projects for farm equipment operators.

- g. Collaborate with Norman Harvey, Labor Department, in the production of a filmstrip describing the purpose and services of the Smaller Communities Program. The filmstrip will be very useful to county agents in explaining the program to local groups and in motivating the necessary action to obtain the services of mobile teams from the Smaller Community Service to make local manpower surveys.

C. Overall Objective: Helping States to develop Community Action Programs, demonstrations, training and research projects under the Economic Opportunity Act.

1. Problem: Although roughly half of the poverty in the U.S. is in rural areas, rural groups lack the leadership, organizations, and technical assistance for effectively utilizing the many resources made available by the Economic Opportunity Act of 1964. Prime evidence of this is the low number of CAP proposals which have been submitted to the Office of Economic Opportunity by rural groups, and the even lower number which have been approved. There is a great need to provide rural areas both the information and technical assistance they need for organizing Community Action Programs, for developing component projects, and for utilizing other aspects of the Act.

2. Teaching Objectives:

- a. To continue to provide State and county Extension workers information on policies and procedures governing the development and administration of CAP and other anti-poverty programs.
- b. To further motivate Extension workers to provide leadership to rural areas in the development of Economic Opportunity Act programs and other educational work among low-income people.
- c. To provide information to State and county Extension workers on the many other Federal-State resources for assisting low-income families and groups.
- d. To help States develop pilot demonstration and training projects.

3. Methods of Work:

- a. Work with other members of FES, with representatives of OEO, and, with other Departments in keeping State and county Extension workers fully informed of new legislation, new policies, and new operating procedures governing the development and



administration of anti-poverty programs. This will be done through newsletters, correspondence, regional meetings, and field travel to States. In addition, we will continue to send copies of materials prepared by OEO and other agencies to the States as they become available.

- b. Serve with Earl Pettyjohn as co-chairman of the FES Economic Opportunity Task Force.
- c. Report to the States the successful methods used by Extension workers in the development and conduct of CAP and other educational programs for low-income families and groups.
- d. Provide technical assistance to State Extension workers in the development of CAP's, demonstrations, and training programs.
- e. Serve as FES project leader for the CAP demonstration project in Minnesota.
- f. Prepare leaflet on Community Action for Human Resource Development for use by Extension workers with community leaders and the public.

D. Overall Objective: Provide leadership to pilot States participating in the interdepartmental Concerted Services Task Force project for developing occupational education and training opportunities for rural youth and adults:

- 1. Problem: Throughout the United States there are rural areas in which people are living at substandard levels. Limited opportunities for education, training, and employment are indicative of the low socio-economic level of these communities.

In early 1965, the interdepartmental Rural Development Committee established a Concerted Services Task Force for the purpose of developing pilot occupational education and training projects in three selected rural areas. Since then, the task force has concerned itself with the planning of pilot projects which will bring to bear the services of the various Federal-State agencies in the development of education, training, and employment opportunities in pilot areas. The Governors of Arkansas, Minnesota, and New Mexico have pledged their State's cooperation in the selection of pilot counties and in the development of local concerted services projects. In cooperation with State and local agencies, including the respective Extension Services, work on these projects will be initiated during the 1965 Fiscal year.

2. Teaching Objectives:

- a. Develop methods for concentrating all available resources on the occupational education and training problems, and as needed on the health, welfare, and other socio-economic problems, of pilot areas.



- b. Identify existing and potential employment opportunities.
- c. Demonstrate that occupational education and training programs, in conjunction with other economic development activities, can significantly increase employment.
- d. Demonstrate that a concerted occupational education and training program, based on the involvement of local people, will develop leadership, initiative, and skills resulting in community and human resource development.
- e. Assist in interpreting and disseminating information on the demonstration project and in initiating similar projects in other areas.

3. Methods of Work:

- a. Assist the Task Force and State agencies involved in planning, initiating, conducting, and evaluating pilot projects in demonstration areas.
- b. Assist local leaders and organizations in the identification of needs -- including manpower and employment surveys -- in developing educational and training programs, and in providing the necessary counseling and guidance services to help local people secure employment.
- c. Serve as FES project leader in maintaining liaison between the Federal agencies and the State Extension Services involved.

E. Overall Objective: Work with Home Economics Division in exploring the Laubach Literacy method of extending literacy training to illiterate adults through Extension homemaker's clubs.

- 1. Problem: Some 10½ million American adults are functional illiterates. In contrast to the large waves of immigrants which landed on our shores around the turn of the century, most of these illiterates are native born. And a large proportion of these live in rural areas where, for largely economic reasons, they dropped out of school at an early age. Without the basic learning skills of reading and writing, they lack the ability to learn other skills necessary for employment, to continue their education, and to become a part of the American culture. Unfortunately, most rural areas do not have literacy councils, and most rural schools do not provide adult basic education courses. Consequently, most rural illiterate adults have no opportunity for literacy training.

2. Teaching Objectives:

- a. To motivate Extension home economists to provide leadership in the development of local literacy councils and in securing the cooperation of Extension homemaker's clubs in providing instruction to adult illiterates. The local clubs might well

select literacy training as one of their major projects on which they will concentrate. Potentially, more than a million volunteer instructors could be recruited and trained. This in turn would have a massive impact in reducing rural illiteracy.

3. Methods of Work:

- a. Work with Division of Home Economics, HEW, and the Laubach Literacy Fund in exploring the feasibility of providing literacy training through homemakers clubs. (It is not expected that this activity can proceed beyond this stage during the year, even if it is found to be a feasible undertaking.)

F. Publications and Visual Aids Planned:

1. Fact sheets on new Federal programs as they are enacted by the Congress.
2. Filmstrip on the Labor Department's Smaller Community Program to be prepared jointly by FES and the Labor Department. The filmstrip will describe the purpose and services of the program and the role Extension plays in helping communities avail themselves of this service. (To be financed by Labor.)
3. Leaflet on Community Development for Human Resource Development.
4. Leaflet describing Federal Programs for Occupational Education and Training.



## I. PUBLIC AFFAIRS

### A. General Situation

There is an increasing demand for public affairs programs in rural America. This is attributable to several factors, chief among them are:

1. Increased communications have permitted farmers and rural people to become better informed on current events and current policy issues. They now want a background of knowledge and training which will permit them to examine current issues in more depth and to analyze alternatives for themselves.
2. The dichotomy between rural and urban groups is becoming less pronounced. Rural people are becoming more urbanized in many ways, and the cities and urban areas are reaching into rural areas. Thus, farmers are being affected by and becoming interested in things that are new to them -- planning and zoning, taxation, school systems, etc.
3. The social implications of agricultural policy are becoming increasingly acute. Farmers want to understand more about control programs than the mere immediate implications of production alternatives. They want to understand long range effects on the agricultural economy and on the general economy. Non-farm people, too, want to know more about agricultural programs. Ours is an increasingly urban society, and food costs is one of the most politically sensitive items in the cost of living. Any conscious, purposeful action to raise farm prices and thereby food prices brings a flood of consumer criticism.
4. Foreign trade and international policy are of increasing interest to the agricultural industry. As the developing countries move into a better position to compete for world markets, agriculture wonders what the impact will be on American exports and imports. They want to know more about the implications of the Common Market agreements, about the Kennedy Round of GATT negotiations, particularly as it will affect tariffs on agricultural products.
5. Rural people are continuously "caught up" in controversial issues involving all manner of subjects ranging from local government to the use of modern agricultural chemicals. They need a forum and technical assistance in order to understand these issues and use as a basis for rational judgment.

### B. Domestic Agricultural Policy

1. Problem: Inadequate understanding of agricultural commodity control programs and their economic and social implications. It appears that, in order to assure some stability of farm income and to prevent undue hardship to many farmers in agricultural adjustment processes, commodity control and support programs will be continued,



at least in the immediate future. Characteristically, these commodity control and adjustment programs have been initiated and administered with a minimum of objective educational effort. Extension workers have been faced with the doing of an educational job under conditions of stress and controversy -- a setting which is not conducive to effective educational work. There is a need for the conduct of a continuing educational program in agricultural policy which will give farmers and others in the agricultural industry training necessary to appraise new and changing programs as they arise, without the necessity of Extension "crash" programs after issues have become heated.

Non-farm people generally have a poor understanding of commodity control programs, frequently viewing them as doles to farmers, devices for keeping food prices artificially high, unnecessary drains on the national budget, or bureaucratic bumbling.

2. Objective: To initiate and encourage continuing educational programs in matters of agricultural policy, to the end that both farm and non-farm people will gain a better understanding of the economics of agricultural production and adjustment, and particularly that they gain a better understanding of commodity programs, and reasons for them. Concentration on the respective audiences must be determined by the situation and needs in each state.
3. Methods: The methods of doing effective agricultural policy work differ by regions and according to the individual specialists within the states. A primary purpose of the Extension Regional Public Affairs Committees is to identify effective methods for the regions, and through exchanges of ideas, to improve public affairs education methods.

The FES Public Affairs Specialist will continue to work with the regional committees and with the individual specialists, acting as a liaison person, and carrying effective program ideas from one region to another.

Contacts will be established with clerks of the Senate and House Agricultural Committees, with Federal ASCS representatives, and with other people and agencies close to the sources of agricultural policy formulation and implementation. State specialists will be currently informed of new programs and of impending program changes so that they may continuously update their teaching materials.

Publications will be constantly screened for information pertinent to state Agricultural Policy programs. Materials will be obtained and furnished to public affairs specialists as expeditiously as possible.

4. Working Relationships: Particularly close working relationships will be maintained with the regional public affairs committees. Liaison work between these committees, and between Farm Foundation,



Agricultural Policy Institute, Center for Agricultural and Economic Adjustment, and the regional committees will be an important part of the FES Public Affairs job.

### C. Rural Planning and Zoning

1. Problem: Farmers and rural people are facing the necessity of determining the commitment of agricultural lands to several alternative uses, without a background of knowledge and experience upon which to base their choices and decisions.

Our population is presently growing at a rate of about three million annually. This population increase places increased demands on land for multiple uses such as new housing developments, recreation areas, new roads, etc. Agricultural land, in particular, is experiencing increased pressure from urban growth and expanded public facilities.

Expanding urban areas are creating conflicts between rural and urban people -- between farmers and non-farmers. Farm problems include tax policies, water use, stream pollution, flood control, farmland waste, and objections to certain farm activities.

Permissive zoning powers have been granted by states to local units of government in over 2,000 of the nation's 3,000 counties. Yet, the people to whom these powers have been granted are generally poorly informed in sound methods of land use planning. Experience has shown that rural zoning will be only as good as the planning that precedes it. Planning must have the participation of the people affected if it is to gain their support.

2. Objective: To provide support to the efforts of state public affairs specialists and other Extension workers in their planning and zoning educational programs; and to encourage those states where Extension is less actively engaged in planning and zoning to recognize Extension's responsibilities to provide the educational leadership to rural people which will help them to approach their land use problems realistically.
3. Methods: A publication on land use planning and rural zoning is presently in the planning stages. This publication is to be written during July and August by Dr. William J. Block of North Carolina State University. The publication will be written for use primarily by county agents, specialists, and laymen working at the local level. It will provide guidelines for doing the educational work needed to effectively inform the people of an area of the need for zoning, its advantages and disadvantages, and the most effective ways to accomplish planning and zoning programs.

The Extension Regional Public Affairs Committees have assigned planning and zoning a high priority in their programs. The FES Public Affairs Specialist will work with these committees, and with individual specialists, upon request, to assist in the implementation of planning and zoning programs.



The FES Public Affairs Specialist will provide liaison between the four regional Extension public affairs committees, Farm Foundation, and other groups and organizations which are concerned with rural planning and zoning problems. Contacts have been established with the National Association of Counties, and close liaison will be maintained with this organization in order to keep current on problems and trends in planning and zoning.

#### D. Foreign Trade and International Policy

1. Problem: Most farmers and many in the agribusiness sector of the economy do not understand the implications of foreign trade and international policy upon the agricultural industry and upon the general economy.

American agriculture has a big stake in export markets. The value of agricultural exports is now equivalent to about one-sixth of the cash receipts from farm marketing. In 1963, the products from about one out of every four harvested acres were exported. Yet there is ample evidence that the agricultural industry in general, and farmers in particular, have little understanding of the importance of foreign trade to the economy. They do not understand the workings of the international policy complex in which trade agreements are hammered out. Farmers and farm organizations regularly make demands for greater shares of the world market, and just as regularly oppose trade agreements which permit the importation of foreign agricultural products. They do not understand the political and economic factors which affect trade trends, and which determine the foreign market for agricultural products.

2. Objective: To encourage the initiation and continuance of educational programs in the various states to better inform farmers and agribusiness of the economics of agricultural foreign trade, the importance of sound trade policies, and the ramifications involved in arriving at favorable trade agreements.
3. Methods: Several states already have foreign trade educational programs under way. Others are considering such programs. This year's National Agricultural Policy Conference will devote one and one-half days of the program to agricultural foreign trade and policy. It is expected that this will stimulate state activity in foreign trade educational programs. The Public Affairs Specialist will assist states in organizing such programs. He will act as a clearinghouse for program ideas between the states.

Contacts have been made with the State Department's Bureau of Public Affairs. As foreign trade and international policy publications are published, sufficient copies will be furnished for the state public affairs mailing lists. Many of the publications, such as the recent "a b c's of Foreign Trade", will be valuable aids in the state foreign trade programs.



The Public Affairs Specialist will regularly screen other publications for their applicability to these programs, and coordinate efforts with the work being done by the Division of Marketing and Utilization Sciences in this area.

4. Working Relationships: The Public Affairs Specialist will provide liaison between states, Extension regional public affairs committees, Agricultural Policy Institute, Iowa Center for Agricultural and Economic Adjustment, Farm Foundation, and other appropriate agencies and organizations to promote wide dissemination of effective teaching materials and methods.

#### E. Controversial Issues

1. Problem: Farmers and others in the agricultural industries are facing increasingly complex and controversial public issues relative to various materials and methods used in the production, processing, and distribution of agricultural products. They and the Extension workers who serve them frequently have little or no background of experience or training which fits them to make decisions, discuss, or otherwise deal with such controversial issues.

As technological innovations and improvements in agricultural production, processing, and distribution become more widespread, and as knowledge about this technology is diffused to the general public, there is a growing concern in the public mind. This concern takes many forms: consumers are concerned about their own safety and health as consumers of products which have undergone certain production or preservation processes; there is concern for the public economic interests, both as purchasers of goods and as taxpayers (supporters of public spending programs); and there is concern about the long-run soundness of agricultural policies, programs and practices.

Extension has done a good job in helping farmers and agribusiness to learn and adapt new technology. But little has been done to help teach people the political and social implications that derive from the use of modern technology. Consequently, various segments of the agricultural industry frequently find themselves under attack along new and unfamiliar lines. Extension workers, many of whom are production oriented, frequently can offer little help to their clientele in meeting these problem situations.

2. Methods: A publication is presently being prepared by Dr. Gene McMurtry and the Public Affairs Specialist which will identify some of the successful methods of dealing with controversial issues. This publication will be distributed to Extension workers to provide some guidelines for their work in controversial areas.

The Public Affairs Specialist will work closely with State public affairs specialists, chemicals specialists, and other appropriate people on educational programs directed toward better understanding of controversial policies and issues.

4. Working Relationships: This program will involve close coordination with Extension commodity, chemical, and public affairs specialists.

#### F. Natural Beauty

1. Problem: The natural beauty of the countryside is threatened by the tempo of modern change. Rural people need help in organizing action programs for the preservation of natural beauty.

The nation's expanding population is placing increased demand upon rural areas for living space, recreation, roadways, and industrial sites. The satisfying of these demands threatens to swallow up many areas of natural beauty, and to defile others. The countryside is dotted with automobile graveyards, unsightly areas of eroded, naked subsoil, abandoned and dilapidated farmhouses, and declining and neglected rural villages and towns. In order to adequately cope with this total situation there must be effective programs of rural planning and zoning, resource development, soil conservation, etc. But much can be done to improve the appearance of rural areas and farm homes through beautification programs which deal with planting, landscaping, and care of rural home grounds and public areas.

2. Objectives: To provide leadership and direction to the organization and operation of local beautification committees and organizations, and to assist state Extension services in planning educational programs in the preservation and development of natural beauty.
3. Methods: Federal Extension Service publication PA-660, "Community Improvement Through Beautification," has recently been published and distributed. This will serve as a basic piece for the guidance of local organizations to organize and plan for beautification projects. Additional supplemental pamphlets are planned as needs for such publications are identified.

A natural beauty task force has been formed with the Public Affairs Specialist as chairman. This task force will regularly appraise the nationwide natural beauty program to determine Extension's contributions and responsibilities. Recommendations will be made for new efforts and/or for increased emphasis in appropriate areas.

4. Working Relationships: Working relationships have been established with Keep America Beautiful, Inc., and the Public Affairs Specialist will be responsible for continuing coordination with that organization. Mr. Karl Munson, FES Recreation Specialist, is a member of the Departmental Working Party on Outdoor Recreation. The WPOR is concerned with the natural beauty program. Mr. Munson will act as liaison between the FES task force and WPOR.

#### G. Publications Proposed

1. Managing Controversial Issues in Public Affairs Education
2. Planning and Zoning for Rural Communities



#### IV. RESOURCE CONSERVATION (Soil, Water and Wildlife)

- A. Problem: There is a continuous need for States to develop a greater public awareness, both rural and urban, of the need for management and conservation of soil, water and wildlife resources, particularly in the areas of water pollution control, water resource development, erosion control and wildlife habitat improvement.
1. Objective: To encourage all State Cooperative Extension Services to re-evaluate their present educational programs, in conservation and management of soil, water and wildlife resources, for more effective organizational plans and teaching materials in motivating greater public concern and action.
  2. Methods:
    - a. Encourage State Specialists concerned with work in soil, water and wildlife conservation and management to devote greater educational emphasis to the problem areas of pollution, erosion, water development and wildlife habitat improvement.
    - b. With assistance of 4-H and Youth Development staff, work with State Specialists in providing greater emphasis in 4-H programs to Natural Resource Conservation.
      - (1) Prepare leaflet for national distribution on ideas of 4-H projects and activities of the natural resource areas.
      - (2) Continue working with National 4-H Development on Conservation of Natural Resources and the Special Purpose Committee on the John Deere-sponsored 4-H Natural Resource Conservation Program.
    - c. Provide newsletter exchange of information and materials with States; keep up contact with and provide assistance to all States through correspondence, conferences at meetings, and visitations by request.
    - d. Assist in State soil, water and wildlife conservation training conferences and meetings.
- B. Problem: There is a lack of understanding by State Cooperative Extension Services as to the educational role and responsibilities of Extension in USDA programs and related programs of other Departments - Soil and Water Conservation Districts, RC&D Projects, Cropland Conversion Program, Appalachian Program, Small Watershed Development, Great Plains Conservation Program, Conservation Needs Inventory, and other conservation programs.



1. Objective: To assist State Cooperative Extension Services in the development of more effective educational programs relative to the various governmental resource development programs.

2. Methods:

- a. Provide technical assistance to Extension Conservationists on Extension's role and educational responsibility relative to the various national programs of resource conservation and development.
- b. Encourage States to review and update working agreements and memorandums with USDA agencies and other Departments - SCS, FHA, ASCS, and Bureau of Sport Fisheries and Wildlife.
- c. Continue working with the following policy committees -
  - (1) National Conservation Needs Committee
  - (2) Interagency Committee on Resource Conservation and Development
  - (3) Department's Working Group for Soils, Water and Fertilizer (alternate member)
  - (4) Department's Land and Water Policy Committee (alternate member)

- C. Problem: There is a failure of some States in developing training programs for acquainting the public with the use of soil survey reports.

1. Objective: Encourage all States to develop training procedures for educating the public as to the value and use, particularly in planning and land use development, of available and new soil survey reports, and why new surveys are needed.

2. Methods:

- a. Provide all States with latest training techniques and methods that have proven effective by some States.
- b. Assist with planning, organizing and coordinating area, State and regional workshops and training conferences for State Soil Conservationists.
- c. Prepare a brochure on what a soil survey report is and the various uses made of them.
- d. As soon as new reports are released, provide a copy to the concerned State Extension Conservationist with covering letter pointing out need for informing the various county clientele of the report and its use in program planning and land use development.

- D. Working Relationship and Cooperation - Coordination of work in the problem areas will involve various FES staff members in the divisions of RDPA, ASTM, HE, 4-H & Y, and Information. Liaison and working relationships will be maintained with various government agencies and nongovernment groups:

USDA: SCS, ASCS, FHA, RCDS, ERS, ARS

Other Government:

USDI - Bureau of Sport Fisheries and Wildlife

HEW - Public Health Service - Division of Water Supply and  
Pollution Control

Nongovernment:

Soil Conservation Society of America

Conservation Education Association

National Association of Soil and Water Conservation Districts

National Watershed Congress

National Wildlife Federation



## V. OUTDOOR RECREATION

A. Problem: There is a need for States to develop public awareness of recreation and the economic potential for local recreation development. States also need to develop materials and programs to assist individual land owners to analyze the outdoor recreation situation, for decision making in establishing and operating recreation enterprises.

1. Objective: To develop broad information programs in outdoor recreation.

2. Methods:

a. A recreation newsletter to be sent to State Specialists.

(1) Information on subject matter and national programs from the federal level to be sent to State Specialists.

(2) Distribution of publications from other States and organizations.

(3) Comments on significant programs observed by division members.

b. To cooperate with the Administrator and Project leadership in Vermont Extension Service in disseminating information from the Vermont Pilot Project.

(1) Have a section in each outdoor recreation newsletter on the Vermont Project.

(2) Send the materials from the Vermont Project to the States.

(3) Work with the Project Leader and State Advisory Committee in Vermont in determining new directions for that Project.

c. Work with other members of FES and FCS in developing the concept of recreation cooperatives.

(1) Work with Paul Mohn, Economist, Marketing Firm Management, MUS, in finishing a publication on recreation cooperatives.

d. Cooperate with other agency representatives of the USDA Working Party on Outdoor Recreation to give the States leadership in outdoor recreation.

(1) Work with Robert S. Crites, Recreation Specialist, Farmers Home Administration, in publishing a progress report on FHA loans.

(2) Work with the Vermont Extension personnel in developing a trip for the Working Party to Vermont.



e. Develop regional conferences of State Specialists having responsibility in outdoor recreation.

- (1) Cooperate with Virginia Extension Service in planning an Appalachian workshop on outdoor recreation. (This is to include all those States in the Appalachian area).
- (2) Cooperate with universities in other areas to develop outdoor recreation workshops.

B. Problem: There is a need for States to re-evaluate their existing development programs to include restoration, preservation, and improvement of the countryside.

1. Objective: To assist State Cooperative Extension Services in the development of beautification emphasis and in existing programs.

2. Methods:

a. Develop an educational program, in cooperation with the FES committee on beautification and the departmental Working Party on Outdoor Recreation, that will give leadership to the States.

- (1) Work with Leonard C. Gibbs, Horticulturist, and selected State Landscape Specialists to write a landscape bulletin on rural landscape and outdoor recreation. This includes beautifying the countryside, landscaping rural living sites, and landscaping for private outdoor recreation enterprises.
- (2) To develop a packet of materials that can be used in State and regional beautification seminars. This will include working with the 4-H staff, the Public Affairs Specialist, Soil and Water Conservationist and others. Included would be a four minute tape on 4-H beautification in the Nation, a packet of challenges to youth on developing aesthetic values, and some other departmental materials that can be used for setting the climate for local beautification workshops.
- (3) Cooperate with the Working Party on Outdoor Recreation in furthering the beautification movement.
  - (a) Ask State Cooperative Extension Services to name a liaison specialist with responsibility for beautification.
  - (b) Encourage these liaison specialists to cooperate with governors' beautification seminars or to develop a State seminar and to make State plans for local follow up.

C. Problem: There is a lack of awareness in States and local areas about the meaning of leisure, its economic and social significance to the rural areas, and of the new federal programs that are available to help fulfill the land needs for these increased leisure and outdoor recreation demands.

1. Objective: To provide States with knowledge of the meaning of leisure, its impact upon our rural society, and understanding of the new federal programs available for recreation development.

2. Methods:

a. Encourage State Specialists in recreation, 4-H, soil, water, and wildlife conservation to develop recreation seminars on leisure.

b. Work with the 4-H Division in developing regional "leisure conferences" for 4-H Club leadership.

c. To help States develop a broad program of training within Extension by:

(1) Encouraging and stimulating States to develop outdoor recreation workshops;

(2) Encourage all States to hire competently trained Recreation Specialists;

(3) Develop recreation training courses for those working in outdoor recreation;

(4) Provide State Directors and Program Leaders with names of competently trained Recreation Specialists who can work in Extension.

D. Problem: States need to have broader Extension educational programs on the Land and Water Conservation Fund Act. There is much misunderstanding and lack of awareness of the possibilities in this area.

1. Objective: The development of State Extension educational programs that support the broad development of comprehensive recreation plans and the utilization of the Land and Water Conservation Fund Act.

2. Methods:

a. Keep close contacts with the Bureau of Outdoor Recreation as to the types of materials needed in the comprehensive recreation plan. Concentration will be on small rural communities and the private sector.



- b. Develop educational materials such as slide sets, pamphlets, etc. that explain the Land and Water Conservation Fund and what it can do for local areas.
- c. Help the States develop these programs to encourage the communities to do comprehensive recreation planning, and to have this included in the statewide plan.
- d. Through the recreation newsletter, keep the States informed as to the progress of grants to the States from the Land and Water Conservation Fund.
- e. Keep the States informed of other recreation bills such as the Wild Rivers Water Resources Bill, etc.

E. Problem: There is a need to develop information programs on the nature of the demand for different types of outdoor recreation. Both groups and individuals are asking the State universities for subject matter in the demand for specific kinds of recreation. Demand must be figured for each specific type of outdoor recreation.

1. Objective: To have Federal and State Extension education programs on the nature of demand for specific types of recreation enterprises.

2. Methods:

- a. Encourage the States to develop studies of consumers of outdoor recreation of the types most popular in their States.
- b. To develop a Federal Extension Service publication on demand, in cooperation with the Resource Development Economist and the Farm Management Specialist. This would be on the different factors to take into consideration in determining demand.
- c. Distribute the consumer studies and publications on demand developed in the Vermont Pilot Project.

F. Problem: Little methodology for analyzing the feasibility of recreation enterprises has been developed. Many States are unaware of the FES Farm Management work in this area.

1. Objective: To have more States develop methodology for analyzing the feasibility of recreation enterprises.

2. Methods:

- a. With the cooperation of the Resource Development Economist and Farm Management personnel, develop a State awareness of the adaptation of partial budgeting to recreation enterprises.



- b. Make State Farm Management and Recreation Specialists aware of FES bulletin on partial budgeting for recreation enterprises, "Budgeting--Farm and Ranch Recreation Enterprises" (ESC-559).
- c. With the cooperation of the Farm Management Specialist, develop a series of slides that States can use in teaching their Resource Development and Farm Management Specialists to analyze recreation projects.
- d. Distribute the tools for enterprise analysis worked out under the special Vermont Recreation Project.

G. Problem: Most of the State recreation workers do not realize all of the research on recreation going on in the USDA through the Economic Research Service and the Agricultural Research Service, and all of the research being done in the Bureau of Outdoor Recreation. In reverse, many of the needs of the States on comprehensive recreation plans, community recreation needs and private sector needs, must be communicated to BOR and the federal research groups in USDA.

1. Objective: To make all State Extension Services aware of the recreation research in USDA and BOR, and to make the researchers aware of the information needs of the States.

2. Methods:

- a. Include items in the recreation newsletter on research being done by ERS and BOR.
- b. To act as liaison for those State Extension Specialists needing research information on specific recreation problems.
- c. Work with State Specialists in adapting research reports to Extension needs.

H. Working Relationships and Cooperation - Work in the area of outdoor recreation will involve FES staff members in the Division of RDPA, ASTM, HE, 4-H & Y and Information. Liaison work with other USDA agencies will be performed mainly through the Working Party on Outdoor Recreation. There will be especially close work relationships with the Soil Conservation Service. The Program Leader will also work with the Bureau of Outdoor Recreation in the Department of Interior and with the Bureau of Sport Fisheries and Wildlife in the Department of Interior. Some cooperation will also be effected with individuals in the Department of Health, Education and Welfare.

In nongovernment cooperation, especially close ties will be developed with the newly organized National Recreation and Parks Association. Contacts will be effected also with the National Wildlife Federation. Some contact will be established with the Soil Conservation Society of America and the National Association of Conservation Districts as it pertains to outdoor recreation.

I. Publications Planned

1. A publication on recreation cooperatives

Work cooperatively with Paul Mohn, Marketing Firm Management, MUS, and the Working Party.

2. Progress report on FHA farm recreation enterprise loans

Work with Robert Crites, Recreation Specialist, FHA, in developing this publication on a survey he has just completed.

3. Rural landscaping and outdoor recreation planning bulletin

In cooperation with the FES Horticulturist, selected State Landscape Specialists and William Lucas, Forest Service, develop a landscape bulletin including beautifying the countryside, landscaping rural living sites, and landscaping for private outdoor recreation enterprises.

4. Beautification idea publication

Work with the FES committee on beautification and Lloyd Partain, Assistant Administrator, SCS, to develop ideas for beautifying the rural landscape that will give leadership to the States in developing materials.

5. Recreation bibliography

Work with Donald Dickson and Ed Williamson in revising, "Rural Recreation as a Business" (most of the work is done).

6. Beautification packet

Work with the 4-H staff in developing an educational packet to launch regional and statewide beautification programs. This will include two four minute films, a slide set, radio tape and a fifteen minute film story for television and meeting use.



## VI. RURAL SOCIOLOGY

The basic purpose of Rural Sociology in Extension is to serve as a staff resource in this subject, to increase the competencies of staff and leaders in developing effective organization and action in community-area resource development and other programs, and provide other human considerations leading to the increased productivity of groups and programs with resultant higher achievements of the people and the meeting of human needs -- the accomplishment of Extension objectives.

As problems and programs of recent years have called forth increased concern for sociological treatment, so has the employment of sociologists in Extension steadily increased. Today 28 States have a total of 43 sociologists and 10 community organization specialists in Extension (including 5 or 6 sociologists in Extension Research). However, in a few other States Extension is able to draw on the family life specialist, ER&T specialist, or a sociologist or psychologist from some other part of the university, for incidental limited sociological assistance from time to time.

Much more needs to be done in developing greater uses of sociology throughout Extension, as a means to greater program effectiveness throughout Extension; thus, it is not to be perceived and run merely as a separate independent program. But to adequately serve Extension across the board takes much understanding and development of working relationships on the part of the person serving in the role of State Extension specialist in sociology or community organization.

A gratifying condition prevails generally in the relationships between sociologists in Extension and those in resident research and teaching, although this needs strengthening in some cases and it always needs continued attention generally. In most of the States with rural sociology, all of the sociologists are now housed together and treated as parts of the department or section, with Extension work in the subject being more and more considered as a legitimate function of the department, indeed a responsibility.

The role and the status of sociology in Extension have greatly improved from year to year and are more soundly perceived by administration and other staff members. But we still have much to do in order to make it effective more nearly to its potential, especially in States where only little or none is found today. Continued work is also needed to keep clarified among Extension sociologists themselves the roles, the content, and the organization for sociology in the changing Cooperative Extension and in the changing land-grant university during the years ahead.

The expanding Extension work now on the horizon of the total land-grant university and in other State colleges through new congressional legislation undoubtedly will call for additional social science assistance in Extension programs. Sociology and rural sociology departments need to become prepared for such expansions.

A. Community-Area Development and Action

The objective of work in this program area is two-fold: to encourage the idea of overall community development organization as a means of spearheading the treatment of problems and programs leading to economic and social development of rural areas; and to help staff and leaders increase their competency in the use of social science tools in developing effective community-area organizations and programs for their situations.

Effective overall citizen organization, plus the staff and leader training to make it work, are the basic essentials to human, economic and social development.

Common questions of State and county Extension agents are: What is the community these days? What is true community development? What is its significance today? How to adjust community development programs to changing socio-economic conditions and structure? How to relate to other groups concerned with community development? Models of organization? How relate community development to rest of Extension? Suggestions for staff and leader training? What's going to happen when urban extension and other community development programs begin to take shape?

"Institutional underdevelopment is one of our basic problems today", said Dr. Moe at the recent workshop of sociologists in Extension, "the primary need throughout Rural America is for overall social machinery by which a wide variety of problems can be tackled and programs undertaken on a total overall community basis by the people themselves, be it a local trade center community, a county or a larger multi-county area."

Such machinery provides common focus, unified leadership, and a channel or means by which the various government programs and technical resources are involved, not merely in implementing them as programs themselves, but utilized as tools in the total development-improvement job.

1. Situation-Problems:

The concern of States and federal agencies with community action will be receiving more impetus this year as a part of implementing the Economic Opportunity Act and developing new programs to solve low income situations. Pressure for results will become more and more apparent. Much understanding of social welfare situations, and adequate involvement of power structure and various social systems of the community perhaps not before worked with very much, will be especially essential.

But other communities also are concerned with development. Rural social structure itself is in a process of reorganization throughout the land. This trend is leading to a variety of community-wide problems as urbanization increasingly extends into rural areas.



Attention must also be given to areas of declining population which face adjustment problems of a different type than those of expanding communities. Nearly 1600 counties in the United States lost population between 1950 and 1960. Under such changing conditions of either growth or decline, astute planning is essential in all cases to provide organizational structure, services and programs to fit the changing situation of many places in Rural America. In several States specific decisions need to be made about the direction future progress should take -- should it concentrate on commercial agriculture with limited numbers of primarily farm people only and accept heavy out-migration of people with declining communities, or should it make a bold emphasis on greater general economic development involving Extension work with the broader community?

Community services and improvement is a perennial problem area. Many communities are faced with either adjustment of current services to get them on a more efficient basis because of declines, or with development of new services to meet expanding demands. Water and sewage systems are basic services and many places need and want improvements along this line. Many need removal of old buildings and other improvement to make them more attractive. All this and other community improvements also involve relationships with zoning, new highway plans, new economic developments, new recreation facilities, reorganization of local government services, and the like. All of this also ties in directly with the development needs of low income areas.

Especially important is the need for more sound planning. All too often it is done without adequate substantive analysis and on a base too small for effective action. More effective involvement of the various resources and groups having concerns is a common need. The new low income programs in community action are especially susceptible to these dangers and will be needing much professional leadership to be successful.

But a major part of all this problem is that all too often staff are not familiar enough with various programs and other available resources to be of meaningful help to program planning groups. In many cases, county staff members simply do not know how to lead groups through an effective planning process to good program development with true involvement of the people from different socio-economic levels. Many county staff also feel insecure in developing new organization, new leadership and new involvement. Extension workers are aware of their shortcomings in handling social analysis, social action and other development processes, especially with unfamiliar audiences, and many of them need and want more help along this line. Therefore, staff and leader training must be greatly stepped up if resource development programs are to move on to continued successful operation.

The programs of community development in the South have slipped somewhat in numbers of communities involved, due largely to the shift of county staff attention to other more heavily emphasized programs. It needs continued servicing through staff and leader training, and strengthening especially in terms of more closely integrating it with total resource development. The Southern State Extension services are anxious to do all this and are making plans accordingly. Arkansas is trying out a new program policy. County and area organizations are developing in some States in order to provide more overall organization at all levels; this is developed to the highest degree in North Carolina and Kentucky. Ideas from the regional workshop held last year, initiated by FES, can provide a basis for improvement of community improvement programs in the Southern States. Systematic followup of this workshop in specific States is needed.

Experience and research indicate that this small community organization approach now common in the Southern States would be especially applicable in extension work with Indians and other poverty stricken families. We need to identify what is going on along this line and build onto it, including perhaps some demonstrations here and there.

Public utilities, the Chambers of Commerce, and similar private organizations, have become increasingly interested in community development in recent years and many have such programs of their own. Planning commissions, community councils and other development groups also are on the increase, and often working alongside RAD or resource development committees which are now found in most counties across the country. Community development work is also rapidly expanding under general extension or adult education programs of more and more universities and colleges. All these trends, in addition to the changing community itself and its growing needs for adjustment and development, will be making the whole field of community development increasingly more complex with more and more greater opportunities and needs for relationships between programs.

## 2. Evaluation

Obviously it is difficult to precisely measure the results of Extension education in a program area like this. But much helpful information can be obtained from State annual reports, results of State studies, State case stories, special reports, personal contacts with State specialists and FES personnel, and from observations in conferences, workshops, and program reviews.



# Plan of Action for Work in Community-Area Development

Objectives	What is to be taught	Methods-activities
Increase the understanding of State extension services about social change, the need for more effective staff and leader training in community-area resource development, and the possibilities as to what might be done to make progress in this direction.	What other States are doing. Possibilities - values. General methodology. Socio-economic trends and needs for decision about general direction of programs.	Office conferences with State directors, program leaders and supervisors. Distribution of materials. Assistance in specific planning and training.
Increase the understanding of State and county staff and leaders about community development and in implementing effective community-area development programs; also in developing community basis for other extension programs.	Basic concepts of community development and leadership. Organizational and leadership technology; social action and planning processes, socio-economic trends and community social analysis.	Staff training in 4 or 5 States. Publication of a leaflet. Circular letter to State sociologists. Special assistance to Lane County, Oregon project. Assist national committee in drafting new 4-H project materials in area of community Demonstrations in So. Maryland Demonstrations with Indians.
Increase the understanding and competencies about community-area development on the part of the staff of FES and other federal agencies concerned with RAD and related programs.	Same as above. Criteria for evaluation of progress	Assist as needed in FES-ECOP evaluation of RAD.
Get Southern States to assess their current community improvement programs, and strengthen them in terms of staff and leader development, organization, depth of program, and correlation with the rest of extension and development programs.	What other States are doing. Analysis with States of own situation and evaluation. Staff and leader development.	Conferences with State specialists in sociology and community development, with directors and others. Circular letter. Specific assistances to States.
Develop in FES and among States greater understanding and relationships between Cooperative Extension and the community development programs of general extension and other agencies.	What is going on in States. Content and implications of new legislation on subject.	Collection of information and analysis with FES staff. Circular letter. Distribution of special materials. Special work with Ill. and SIU.

## B. Leadership Development and Technology

The central purpose of the work in this program area is to strengthen the development of leadership among the people, beginning with more effective involvement of the people in resource development and other extension programs. Thus, it is closely related to work in community development.

Common questions of State and county staff members are: How to better identify and enlist leaders for various program needs? How to make development committees and other organizations more effective? How to get leaders to follow through on assigned responsibilities? Motivating people? Suggestions for training leaders? Strengthening the community or people base of resource development and other extension programs. Restructuring development committees and getting involvement of different segments of the community?

### 1. Situation-Problems:

Leadership is an area of growing concern. Extension agents are being called upon more and more to identify leaders for various purposes, to better understand local power structures, and to involve new people in new programs. They need both training and servicing about leadership and organization in order to do this adequately.

The need is for more and stronger local leaders. Millions of man-hours are wasted by people in meetings and activities, because they are poorly planned or otherwise fail to meet desired goals. Thousands of people serve on committees that get little done because of inadequate leadership -- either the leaders do not know enough about the subject, or do not know how to best perform their leadership jobs and want assistance, or they are not fully accepted leaders in the first place. Many programs or activities fall short of their mark when professional people do not effectively involve the people to be served or develop leadership among them. Organizations in many cases tend to become and remain rigid in structure and program. Real objectives are frequently lacking, are not understood, or do not apply today. Many groups do not have the community wide concern, the scope of resources and the geographic base essential to accomplish major tasks, emphasizing the need for cooperation among them to achieve community-wide development. Many organizations flounder on parliamentary procedure and other inadequate use of group techniques. The problem-solving process is frequently not used by groups to fullest effectiveness. Many organizations are groping for projects without thorough study of how such projects should be carried out. Consequently people are confused and do not support many of the projects even though their leaders may recognize their importance.



New organizations such as resource development committees, community action groups in low income areas, county planning councils or commissions, new subcommittees to tackle special problems, and civic groups in the new areas, are faced with the same difficulties or conditions. Although many fine accomplishments have been made by these groups, especially in completing OEDPs and other routine steps, yet experience indicates that throughout the country much more must be done in the way of involving people, training and servicing staff and leaders, if resource development is to make real progress in depth of analysis, scope of program, and spread across the land.

Social change is challenging organizations of all types -- farm organizations, co-ops, civic groups, churches, 4-H programs, and public agencies like school and welfare systems, as well as the extension institution itself. Mergers, area organizations and other restructuring are in the air. More understanding about social change locally, with interpretations about implications for today, are needed. Public affairs discussion projects are helpful in this regard. Both staff and leaders need to be provided more information and interpretations about what is happening. Alternative adjustments and solutions to problems generated by socio-economic change need to be identified and studied with the people. The co-op merger area is a case in point. Consolidation of services in declining areas, and development of organization in expanding suburban and metropolitan areas, are other examples. We need more leaders conversant about all these matters, just as we have subject and opinion leaders in agronomy, nutrition and other subjects.

To sum up, development of more leaders, different leaders, and higher quality of leader functioning, are all needed. All of this, of course, calls for staff development in attitudes and competencies, about leadership and community organization.

Sociologists in States having same in their extension services have been doing increasingly better work along this line in recent years. But new ones like to have counsel; and States without any sociologists in either extension, research or resident teaching especially need assistance, plus encouragement to develop such staff work in this field.

## Plan of Action for Work in Leadership Development

Objectives	What is to be taught	Methods-activities
Create greater awareness among FES and State extension administrators about the need for more emphasis on leadership technology and development as the basis for more effective programs.	What various States are doing. Needs and possibilities; values. Organizational and leadership technology; program planning and social action processes; effectiveness of organizations.	Conferences with extension directors, supervisors and others in selected States. Circular letter and materials to State sociologists in extension and others.
Increase the effectiveness of development committees and other organizations through State and county staff training.	Nature of leadership; types; identification, involvement and development. Planning training in leadership development.	Other specific assistance to State sociologists in several States upon request. Specific assistances to 3 or 4 States without sociologists in extension (North Dakota, Indiana, New Mexico, Tennessee, New Hampshire).
Increase the competency of FES, State and county staff members about leadership selection and development for specific purposes; provide for the involvement of low income people.		Develop a special study on the involvement of low income people in anti-poverty programs. Conferences and specific assistances to FES staff members. Publication of a leaflet. Work with N.C. Regional Committee on this subject.

## Evaluation

Here again specific evaluation of ultimate objectives is difficult. But reports from States will well indicate the extent of achievements in given States which will prove the validity of the idea, and sociology specialist reports will also provide evaluative information; likewise the reports from other State and federal programs. Statements made in general and in office conferences, oftentimes with pictures and other specific example information, also will be helpful to evaluation of FES work in regard to this objective. Requests for assistance and for certain materials likewise are indicative of progress.



C. The Human Factor; Manpower Development and Adjustment

1. Situation-Problems:

Today greater emphases is being placed on the manpower-employment situation and the human development essential to the adequate preparation and adjustment of rural people, especially youth, to nonfarm employment. Education, health, recreation, housing and other social welfare are all parts of human resource development -- these are areas in which investments in the development of human resources are needed. Concerns about the problems and welfare of certain population groups, such as youth, young families, the aging, the handicapped, and migrants, generally are the focus for improving such community services and facilities rather than the services or improvements themselves.

Substantive information about conditions, trends, and people, and also about available programs as tools, should be an important part of the study and planning that should be done by RAD or other community and resource development groups, if programs are to be most effective. All this must be given greater emphases during the next several years, if resource development groups are to make continued progress and extension is to do its part in serving rural people, especially those with low income.

Population trends, attitudes and values, social structures, motivation and involvement of the right leaders are especially important in dealing with such subjects as recreation resource development, watershed development, community beautification, public affairs issues, emergency preparedness, commercial farm programs, internal extension adjustments, and especially in work with low income families and with special groups such as Indians. It is no simple matter to initiate and develop extension educational work with poverty families. Several basic socio-psychological concepts and principles must be understood, appreciated and applied. Understanding of and correlation with other programs serving the same people also is especially desirable and can be done.

Failure to adequately consider human aspects and social factors frequently results in a program falling short of its mark or being made more difficult than need be to achieve the desired results.

2. Evaluation

Actual list of States doing work of different types in this general field; copies of State materials; State specialist reports; information from other FES staff members worked with; contacts with individuals in States and in conferences; responses to materials prepared; relationships and extent of work with other agencies.

## Plan of Action For Work In Human Development and Adjustment

Objectives	What is to be taught	Methods-activities
Stimulate more awareness among State extension administrative people and program leaders about the need for concern in and the problems of manpower resource adjustment in agriculture, as a part of obtaining more family income in the future, especially of youth.	Population trends.  Community social change.  Selected data on employment and factors relating to same.  Data on rural-urban levels of living as to education, health, housing and other conditions; living and development problems of special groups.	Periodic circular letter and materials to sociologists and others in States.  Conferences with administrative people and program leaders in selected States.
Increase the understanding of State extension administrative people and program leaders about social change and the need for adjustments in institutions and for investments in human resource development -- the place of adequate education, health and other social welfare as important parts of human resources for economic development -- and to increase the amount and quality of extension education along this line in States.	Nature of human resource development; socio-psychic aspects of working with low income people.	Preparation of certain base material for use in federal and State program development.
Strengthen consideration of the human-social factor in new and special programs, especially where it may be a crucial factor.	Nature of and factors affecting motivation, participation, and involvement, especially of people with low incomes.	Liaison, spot counseling, and assistance to FES staff members and to sociologists and others in States; FES task forces.
Increase understanding of staff and of public about working with and involving low income people in anti-poverty programs.	Assist the President's Committee on Employment of Handicapped in developing and implementing a program for the agricultural industry.	Accept a few requests from State extension services and non-extension groups for presentation of papers or otherwise helping with special projects, which usually result in material that can be given further use far beyond the cases assisted (3 last year).
	Exchange information with personnel in other government agencies from time to time. Doing work now with FHA, Rural Community Development Service, Labor, HEW.	



## Plan of Action for Strengthening and Increasing Rural Sociology in State Extension Services

Objectives	What is to be taught	Methods-activities
Extension specialists in sociology to have clear understanding of their proper and potential mission, responsibility, roles, content and methods for themselves as sociologists in extension serving staff and the people.	What extension specialists in sociology are doing.	Periodical letter to States.
Extension specialists in sociology to have effective communication with and the understanding of extension administration about the roles, content and methods of their work.	Trends as to roles, methods and content of work of extension specialists in sociology.	Distribution of examples and subject materials, especially those prepared by sociologists in extension.
Increased understanding of the roles and content of sociologists in extension, on the part of the departmental colleagues in research of the graduate students; also of State and county extension staff members.	Types of sociological problems faced by State and county extension workers and the local people.	Discussions with and assistances to individual sociologists in States.
More States to have sociology in extension, under the assignment of persons having professional training in this field.	Contributions and satisfactions in the work of extension specialists in extension.	Discussions in States with administrative and department seminars.
	Competencies, training and other requirements of extension specialists in sociology.	Give leadership and assistance to development of in-service training opportunities for sociologist in extension.
	In-service training needs.	Prepare a summary report on work of extension specialists in sociology in the United States; perhaps also prepare a journal article.
	Research needs.	Participation in professional societies. Assist Rural Sociological Society in evaluation of sociology work in extension.
	Experiences and suggestions as to the structuring of extension specialist work in sociology.	
	Trends and suggestions as to relationships with other programs and with administration, also across the university and with other resources.	

D. Developing Sociology in State Extension Services

Here we simply want to emphasize that nearly half the State Extension Services still have very little or no sociology resource assistance, in extension. And in those that do, it is a continuing matter to keep it on a high level and adapted to changing program needs as well as to new university arrangements.

1. Evaluation

Comments in State plans of work and annual reports. Observations and informal comments received. Participation of extension sociologists in resident staff members in joint programs and activities in the State. Participation of extension sociologists in professional societies, and in staff meetings of the departments.

E. Cooperation With Other Agencies and Groups

Most of the cooperation of FES sociology with other resources has been listed at various points in the previous sections. One of the major results of the work of sociologists in Extension is the contributions it makes to maintaining relationships or building new bridges with resources which otherwise would have little or no tie at all with Extension or even with the USDA. Agencies and groups outside Extension with which specific work relating to sociological areas is done from time to time are:

1. USDA

ERS Resource Development, ERS Rural Sociology Research, Rural Community Development Service, FHA, SCS; various working groups and task forces such as Interdepartmental Committee on RAD, the Working Party on Outdoor Recreation, Civil Rights Committee and other study groups. Further work with individual persons or agencies frequently develops out of work in these interagency activities.

2. Other Government Agencies

- a. HEW -- Office of Education, Public Health Service
- b. Labor -- Office of Manpower Development and Training
- c. President's Task Force on War Against Poverty
- d., President's Committee on Employment of the Handicapped



3. Non-Government

- a. American Country Life Association
- b. Council on Rural Health of the AMA
- c. Town and Country Department, National Council of Churches of Christ in America
- d. Rural Department, National Lutheran Council and similar bodies of 2 or 3 other denominations
- e. Southeastern Community Development Association
- f. Community Development Department of the National University Extension Association
- g. National Social Welfare Assembly
- h. Rural Sociological Society, National and regional sociological associations (professional)

## VII. RURAL CIVIL DEFENSE

The Cooperative Extension Service is responsible for bringing understanding of: (a) the need for emergency preparedness, (b) USDA's plans to cope with a natural as well as nuclear disaster, and (c) for developing and carrying out a rural civil defense education program.

Extension efforts in Rural Civil Defense are designed to acquaint rural families with the total concept of emergency preparedness for living in the atomic age. This involves self-help measures of protection against natural disasters and nuclear attack (with primary emphasis on shelter protection.)

### A. Objective:

The program is designed to create an understanding among rural people of the need to be prepared for any emergency--natural or nuclear, the nature of the threat, how to protect from it, and recovery measures.

The Federal Extension Service will carry out the following responsibilities:

1. Provide overall leadership with State Extension Service Directors and program leaders.
2. Work closely with the USDA Defense Mobilization Office and the Emergency Program Coordinators to help insure a coordinated USDA effort.
3. Maintain contacts and encourage States to establish and maintain relationships with OCD and with other contract agencies re correlation of the total program, directly and through Regional Representatives.
4. Provide program guidelines and information on subject matter, educational material and methods, and assist States and groups of States in the production of needed localized materials and in testing of new approaches.

### B. Work To Be Done:

#### 1. Training of Extension Staff

- a. Situation: Relatively few members of the Cooperative Extension Service staff have been adequately informed on the subject-matter aspects of preparedness for any emergency natural or man-made, especially the latter. They need training if they are to function to their fullest capacity.
- b. Objective: Extension administrative, supervisory, subject-matter specialists and county extension workers to have knowledge about rural civil defense so as to be in a position to act intelligently relative to various phases of their respective fields of extension work.



c. Methods: Training of State and County extension workers will be stimulated by:

- (1) Calling State Extension directors' attention to need for additional staff training and encourage holding of State and district training meetings.
- (2) Increase understanding of rural civil defense education through presentations and discussions at conferences, by the preparation of a statement, leaflet, or brochure on "This is RCD", and by effective use of the regular semi-annual progress reports giving highlights of the impact of the program.
- (3) Holding a series of regional meetings to be attended by State leaders of Rural Defense, Home Economics, 4-H Club work, related phases of agriculture and Extension administration.
- (4) Meet once a year with all State program leaders to share experience and develop program guidelines for carrying out the RCD program within the established policy--October is the tentative date.
- (5) Calling attention of Rural Defense program leaders to courses offered by Office of Civil Defense and pointing out need for their being fully informed.
- (6) FES personnel advising their State counterparts as to information about rural defense through items in their respective newsletters, correspondence, and visits to the States.
- (7) Analyze the State RCD program as to accountability in the use of funds and personnel and as to progress of the program.

2. Incorporating Rural Civil Defense into on-going Extension program

- a. Situation: At the present time, civil defense as a topic by itself has little appeal to the rural people of America. They need to see the relationship of this as a part of total emergency preparedness. Incorporating rural civil defense into the on-going extension program will help to bring about this change in awareness.
- b. Objective: Cooperative Extension Service staff members to incorporate pertinent phases of rural civil defense into their regular extension work so rural families will see that rural civil defense is related to their daily living and should be considered in every day planning for the home and farm.

c. Methods: Bring to the attention of FES and State extension workers ways in which rural civil defense is related to their respective fields of subject matter through:

- (1) Utilizing a FES-RCD Advisory group to coordinate, develop strategy, clear procedures, share programs, and serve as a catalyst for action by FES staff members.
- (2) Working closely with FES Division representatives specifically assigned to RCD--with funds provided and time allocated in their plans of work.
- (3) Holding regional conferences in the four Extension regions. Participants would include representatives of primary subject-matter areas in this program--youth, women's groups, information, engineering, and RCD program leaders.
- (4) Developing overall program guidelines for State consideration as they develop their program.
- (5) Working through normal channels of 4-H Club, Home Demonstration activities, community development, safety programs, agricultural meetings and the like.
- (6) Exchanging examples of materials developed by other Extension workers between States. This exchange to be through the FES subject-matter specialist to his State counterparts and to the State RCD leaders.
- (7) Working with FES staff in developing educational materials that will aid in incorporating appropriate phases of rural civil defense into their respective extension programs.

### 3. Educational Methods and Materials

- a. Situation: Extension's experience and lessons learned in fifty years of successful agricultural education provides a solid basis for carrying out an effective educational program.
- b. Objective: State Extension Services to analyze the need for rural civil defense education materials.
- c. Methods:
  - (1) Capitalize on the awareness of the need for emergency preparedness deriving from natural disasters as an incentive for a total preparedness program. Develop guidelines for program methods and materials consistent with this approach.



- (2) Adapt educational programs and material to the local situation, using existing clientele channels and develop new channels to provide the greatest impact in bringing increased understanding on the part of rural people.
- (3) FES to review visual materials now available and in consultation with the States develop materials needed to motivate rural people to take necessary action.
- (4) Explore need for the following and assign to States to develop if needed:
  - (a) Visuals on Protection of livestock and dairy.
  - (b) Lesson series (fact sheets) for use in Home Economics and 4-H groups.
- (5) Rural Civil Defense Program Liaison Leaders and FES staff members to work with selected States in preparation of local materials such as:
  - (a) Motivational slide and tape set on total Emergency Preparedness (Cornell)
  - (b) Slide and tape set on "A Service to the Community" to illustrate the educational approach of Extension being used in the RCD program (Michigan).
  - (c) Regional shielding leaflet (Iowa)
  - (d) Programmed learning exercise (Emergency Preparedness Game)
  - (e) 4-H educational TV series (Michigan)
- (6) Appropriate FES staff members to:
  - (a) Complete poultry protection slide set (FES)
  - (b) Develop leaflet "This is RCD" (FES)
  - (c) Revise the ARS "Fallout in Agriculture" Film to bring up to date--rename "Emergency Preparedness in Rural America" (ARS will do technical work).
  - (d) Develop Defense Board Training Series (FES)
- (7) FES to exchange State rural civil defense materials as examples of how States are meeting local needs.

C. Relations With Other Agencies

1. Develop and maintain program liaison with related federal agencies and national organizations regarding emergency preparedness.

- a. Situation: In conducting a rural civil defense education program with rural people it is very essential that close program liaison be maintained with cooperating government agencies such as Office of Civil Defense, Public Health Service, and Office of Education. There are also national organizations serving rural families that are happy to inform their clientele about rural civil defense if they are asked.

- b. Objectives:

- (1) FES Program Leaders work closely with the Secretary's Office, the Emergency Program Coordinators and the agencies of the USDA represented on the Defense Operations Committee, and maintain a close and harmonious working relationship with the regional offices of Civil Defense so that the Extension rural civil defense education and information program will be coordinated with the total overall civil defense effort.

- c. Methods:

- (1) Through four Regional Program Liaison Representatives maintain close working relationships with key persons in OCD regional offices and assist the State Extension Services on problems and in bringing workable ideas from one State to another.
- (2) Program Leader and/or RCD Regional Representative to participate in meetings of the National and Regional Coordinating Committees, USDA Defense Operations Committee, and Regional USDA Defense Staff.
  - (a) Invite agencies' representatives to participate in Extension conferences at national and regional levels.
  - (b) Keep agencies' representatives informed of Extension activities by sending copies of Extension Rural Civil Defense publications, reports and other educational materials.
  - (c) Maintain contact with USDA agencies re the Department's plans.
  - (d) Work with FES subject-matter specialists regarding national organization channels which reach rural people.



D. Educational Materials Planned

Rural Civil Defense educational materials to be prepared will be developed later. 154

## VIII. RURAL CHURCH LIAISON

The Department established a focal point of contact and working relations with National Town and Country Church Leaders in 1957. The establishment of this position served to formalize working relationships of long standing within the Department and the Town and Country Church as a community institution serving the people.

The assignment involves working closely with (a) the agencies of the Department relative to the interests of church leaders; and (b) Land-Grant Universities to encourage them to carry out appropriate activities, including workshops, to bring church leaders up to date on the economic and social aspects of programs affecting the welfare of the community.

In September 1958, by Amendment No. 31 to Administrative Regulations, the Federal Extension Service was assigned the responsibility to provide funds and carry out these functions in accordance with the purposes set forth in the Secretary's Memorandum establishing this work.

### A. Objective:

The purpose is to provide a focal point of contact and working relationships with national Town and Country Church Leaders and denominational and interdenominational church organizations...to strengthen working relationships...keep channels of communication open...make the resources of the Department better understood and available to more people...provide greater opportunity for understanding, for exchange of ideas and supporting efforts in serving rural people.

### B. Work To Be Done:

The Federal Extension Service carries out the following responsibilities:

1. Supply information and reference material on programs of the USDA and other Federal agencies to church leaders to make the programs and services of the USDA better understood and more readily available.
2. Serve as consultant and provide other resource persons for church conferences, workshops, etc. and thus assist churches, through their leaders, to relate in a more intensive way to activities concerned with improving the welfare of the community.
3. Assist the Land-Grant Universities in carrying out continuing education programs for Town and Country clergy to increase their understanding of the economic and social changes taking place in the community; of educational methodology; and program efforts of mutual interests.



C. Specific Activities Include:

1. Objective: To help church leaders better understand the programs and services of the USDA and other Federal Departments and to relate them to community problems.
  - a. Prepare 10 to 12 issues of Agricultural Notes (regular issues and special issues). Transmit reference materials and highlights of Department programs (selected with the assistance and advice of other agencies of the Department for its special value to institutions serving the rural community).
  - b. Sponsor and assist in planning a series of Regional Conferences for Church Administrators and Extension Administrators for purpose of developing closer working relationships at State and local levels.
2. Objective: Keep church leaders up to date on programs as they may better relate their activities to on-going efforts.
  - a. Serve as a member and/or consultant on committees and other structures set up by national church groups:
    - (1) Appalachian Regional Planning Commission
    - (2) Great Plains Committee
    - (3) Commission on the Town and Country Church of the National Council of Churches.
    - (4) Committee on Economic and Social Trends
  - b. Arrange regional conferences of representatives of church leaders and State Extension Directors to develop plans for workshop re RAD, Anti-Poverty and related subjects to be conducted for Town and Country pastors by Extension Services on a county or multi-county basis. Assist in the development of a resource pamphlet for use in workshops.
3. Objective: Provide for a two-way channel of communication for exchange of ideas and supporting efforts.
  - a. Utilize the experience of church leaders on committees and as discussion leaders, teachers and resource people in conferences, workshops, and seminars involving a review of the existing situations and development of proposed action. The RAD and Anti-Poverty activities are particularly pertinent.
  - b. Work closely with national church leaders who are members of advisory groups, and provide explanatory background and reference material so that their contribution may be most meaningful.

- c. Advise with representatives of agencies of the Department in carrying out their program activities with church leaders--SCS, Soil Stewardship; FHA, Migratory labor; FCS, Cooperative workshops; FES, Agricultural Missionaires Seminary; FAS, Food for Peace; C&MS, School lunch and Director Food Distribution.
  - d. Serve as contact and resource person to the National Council of Churches Anti-Poverty Task Force.
4. Objective: Strengthen the programs of Land-Grant Universities through improved and expanded continuing education programs for pastors at the universities and for programs involving church administration.
- a. Serve as consultant on the National Committee on Continuing Education which gives leadership and policy direction to Continuing Education programs for pastors and for State of Society programs for Church Administrators. Attend annual meeting and consult with members during the year.
  - b. Make a study of the program content, including educational methodology of 30 continuing education programs (requested by the Committee).
  - c. Provide leadership to State contact persons, sending program ideas and resource materials. Carry on an exchange of program materials between the States.
  - d. Assist in the planning of the State of Society Conference for Church Administrators sponsored by the University of Illinois this Fall and participate in the conference.
  - e. Participate in four or five of the Continuing Education programs at State Land-Grant Universities and evaluate the programs.

D. Relations With Other Agencies:

- 1. Objective: Maintain liaison with National church leaders through personal contacts and communications (including Agricultural Notes).
  - a. Contact agencies of the USDA (Administrators and information leaders primarily) to obtain key releases and reference materials to help church leaders keep up to date on USDA programs and resources.
  - b. Serve as liaison with other departments of government for program information and materials to meet needs of national church leaders as requested by them.



- c. Attend conferences of church organizations and groups in order to keep current on program direction on matters related to work of the Department of Agriculture.
  - d. Serve as a member of the Commission of the Town and Country Church of the National Council of Churches, participating in the annual convocation and in the meetings of the Commission.
2. Objective: Set up workshops and conferences for church leaders; obtain resource people and reference material.
- a. Obtain resource persons or consultants for church-sponsored national conferences on such subjects as recreation, beautification and anti-poverty.
  - b. Prepare Rural Life Sunday program material for use by Church leaders and the Extension Services.

E. Publications Proposed :

See: C, 1., a. and C, 2., b.





